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| **Person Specification**  **Post title: Head of School**  **QUALIFICATIONS**  **Essential**   * Qualified Teacher Status * Evidence of further Professional Development   **Desirable**:   * NPQH * Ofsted Training   **KNOWLEDGE**  **Essential:**   * Knowledge of current educational trends, curriculum developments and educational initiatives. * Excellent knowledge of the primary curriculum * Knowledge of latest Ofsted requirements relating to quality of education and self-evaluation. * Excellent strategies for discipline for learning. * A dedication to high academic standards. * In-depth knowledge and ability to effectively use data. * A belief in working in partnership and as part of an established team. * Proven ability in the development of effective structures and systems. * Ability to think strategically.   **Desirable**   * Experience of working within a Multi-Academy Trust. * Experience of school improvement.   **EXPERIENCE**  **Essential:**   * Teaching experience across the primary age range. * Experience of a number of leadership roles. * Proven track record of being able to make and implement difficult decisions. * Evidence of successful implementing whole school initiatives. * Outstanding teaching ability. * Demonstrable evidence of raising standards. * Effective management of change. * Aspects of leadership and management in a whole school context. * Use of technology to improve systems that raise pupil achievement. * Effective line management. * In-depth knowledge and ability to effectively use data.   **Desirable:**   * Teaching experience in more than one school. * Experience with a wide range of SEND needs including physical disabilities within a Primary Setting * Effective line management of staff. * Effective collaboration with external agencies. * Experience of working in an urban school environment. * Effective leadership of a school’s self-evaluation form.   **SKILLS**   * Proven ability to improve quality of teaching. * Build and maintain effective relationships through effective interpersonal skills. * Excellent communication skills both oral and written. * Inspire, challenge, motivate and empower others. * Think creatively to anticipate and solve problems. * Build on current good practice whilst moving the school forward with vision and vigour. * Develop effective teamwork and be able to contribute effectively to a range of teams. * Think strategically and contribute to creating a coherent school vision. * Inclusive approach to education. * High expectations of self and others. * Manage and resolve conflict. * Work under pressure, maintaining a sense of perspective and humour. * Commitment, honesty and dedication. * Ability to manage own time effectively. * Reliability and integrity. * Resilience and tenacity. * Have a growth mindset. * Be able to understand complex data and prioritise needs for improvement. * Self-awareness.   **INTERPERSONAL/COMMUNICATION SKILLS**   * Be a team player. * Ability to motivate and inspire staff and students. * Ability to use tact, diplomacy, sensitivity and good humour. * The ability to understand others and create trust. * Ability to coach colleagues to improve their performance. * Effective written and spoken communication. * Awareness of the need for attention to detail. * Ability to demonstrate personal and emotional resilience when working in a range of challenging situations. * Commitment to extra-curricular activities. * Motivation to work with children and young people. * Commitment to safeguarding and promoting the welfare of children and young people. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. * Willingness to undergo appropriate checks, including enhanced DBS checks.   **WORK ENVIRONMENT**   1. Work Demands   High quality curriculum provision and effective teaching and learning across the primary age range. This may involve evening work (parents’ evenings, meetings etc).   1. Physical Demands   Endurance within a classroom setting, teaching pupils while standing, sitting, or walking throughout the classroom, use of educational aids (electronic whiteboards etc), and retrieval and use of materials.   1. Working Conditions   Working in a classroom/office educational setting.   1. Emotional Demands   The post holder will be at some risk working in an educational environment above. May be at risk of abuse and aggression from pupils, parents and carers. |